DOCUMENT RESUME

ED 298 972 JC 880 384

TITLE Improving Articulation between High Schools and Community Colleges: Activities and Incentives.
INSTITUTION California Community Colleges, Sacramento. Academic Senate.
PUB DATE Apr 88
NOTE 30p.
PUB TYPE Viewpoints (120) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Articulation (Education); *College Faculty; *College School Cooperation; *Community Colleges; Faculty Development; *Faculty Organizations; High Schools; Statewide Planning; Teacher Role; Two Year Colleges
IDENTIFIERS *California

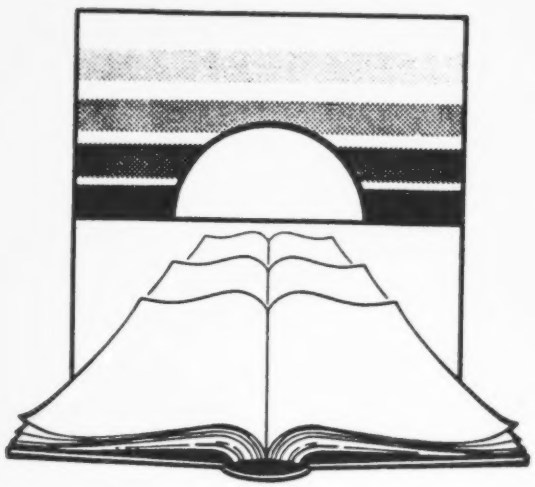
ABSTRACT

More community college faculty members should become involved in programs and activities to improve communication and articulation between community colleges and high schools. The strengthening of high school graduation requirements and recent calls for closer relations between colleges and schools intensify the need for a greater understanding of expected student performance at each level. The major articulation programs operating in California include: (1) concurrent enrollment and transfer of credit opportunities; (2) the California Academic Partnership Program; (3) projects to improve placement and/or instruction in chemistry, humanities, mathematics, and writing; (4) the California Students Opportunity and Access Program; and (5) the Curriculum Consultant Project. In addition to these statewide efforts, regional articulation programs and 2 + 2 programs are becoming increasingly common, and most colleges carry out some articulation with local high schools. To promote faculty involvement, academic senates should encourage institutional participation in statewide activities, sponsor meetings of high school/community college faculty within disciplines, arrange faculty workshops, promote faculty exchanges with high schools, and establish mentoring programs. Adequate incentives and support must be provided to compensate faculty for the time expended in these activities. A directory of the articulation projects discussed in the paper and short descriptions of articulation programs at seven California community colleges are appended. (AJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED298972

The Academic Senate



for
California Community Colleges

Improving Articulation Between High Schools and Community Colleges: Activities and Incentives

April 1988

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Laroche

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IC 880 384

EDUCATIONAL POLICIES COMMITTEE

1987-88

Carmen Maldonado Decker, Chair
Cypress College

Karen Sue Grosz, President
Academic Senate for California Community Colleges

Michael Anker
Contra Costa College

Erna Noble
Chaffey College

Sue Britton
Cypress College

Susan Petit
College of San Mateo

Lynda Corbin
San Diego Mesa College

Robert Turley
San Bernardino Valley College

Randal Lawson
Santa Monica College

Maryamber Villa
Los Angeles Valley College

April, 1988

IMPROVING ARTICULATION BETWEEN HIGH SCHOOLS AND COMMUNITY COLLEGES: ACTIVITIES AND INCENTIVES

The faculty of the California Community Colleges are deeply committed to improving the instruction we give our students and committed to helping them move through the educational system. In working toward this goal, we need to become more deeply involved in programs and activities which allow us to work collegially with our high school counterparts to increase the communication between our two segments and improve the smooth movement of students between the high schools and the community colleges.

This paper addresses articulation with high schools. It considers the philosophical basis for such articulation, discusses current programs, recommends activities which academic senates can undertake in concert with college administration, considers incentives which institutions can offer their faculty to encourage participation, and discusses activities in which individual faculty may engage. Finally, this paper briefly cites some exemplary programs.

Faculty's Role in Articulation with High Schools

As the source of all curricular recommendations in their institutions, the community college faculty have a special concern with and responsibility for curricular articulation, as pointed out in *The Role of Faculty in the Articulation Process*, a 1985 report of the Articulation Council of California. Although the specifics of articulation are often handled by one or more administrators, teaching and counseling faculty have historically been involved in articulation, especially as it concerns transferability of courses to senior institutions. Teaching and counseling faculty have also often participated in "college nights" and other activities involving high school articulation.

Nevertheless, more faculty should be involved in articulation. The issue of relations with high schools seems increasingly acute now that California's high school graduation requirements have been strengthened and many high schools are re-examining their curricula. That may be one reason that there have been a number of recent calls for closer relations between colleges and schools. One of the most publicized is an open letter sent in September 1987 to all American college and university presidents and chancellors by thirty-seven college and university heads, chaired by Donald Kennedy, president of Stanford University. This "Kennedy letter," which is partly a response to the Carnegie Foundation report *A Nation Prepared: Teachers for the 21st Century*, urges colleges to participate in reforms in the schools, to

"make a new commitment to working *with* schools on many issues of mutual interest." The letter insists on the need for true partnerships between schools and colleges.

Within California, major changes causing increased focus on the high school curriculum include the high school graduation reforms instituted by the Hughes-Hart Reform Act of 1983 (known as SB 813), the recent Model Curriculum Standards for grades nine through twelve adopted by the Board of Education (1985), and the study of the Master Plan for Higher Education (completed in 1987). All bring a new focus on college faculty's potential involvement in the high school curriculum. *The Master Plan Renewed* (1987), the final report of the Commission for the Review of the Master Plan for Higher Education, asks the Trustees of the California State University and the Regents of the University of California to "formally recognize professional service to the public schools as part of their faculties' responsibilities" and to provide appropriate recognition in promotion and tenure decisions for those who participate (Recommendation 12). Less sure of how community college faculty should be involved and rewarded, the Commission in the same recommendation asks the Board of Governors to "establish a pilot program or explore other means to encourage an enhanced role for Community College faculty" in serving the public schools. In March 1984, the Board of Governors of the California Community Colleges recognized the importance of articulation with high schools by directing the community colleges to create and implement policies articulating their courses with nearby high schools and colleges.

The development by intersegmental faculty committees of the statements of competency in various disciplines expected of entering freshmen shows that UC, CSU, and community college faculty can work with high school faculty on curricular issues on a discipline-by-discipline basis. Common sense seems to dictate that the teaching faculty can best work together to establish discipline-related articulation, while counseling faculty must work together to improve articulation not specifically tied to particular fields of study. And, as the development of the competency standards has shown and as existing articulation efforts have confirmed, articulation between college and high school faculty must be undertaken on a basis of collegiality and mutual respect.

Increased articulation between high schools and community colleges will benefit both institutions. High school faculty will gain improved understanding of how their students are expected to perform in college and of how well they actually do perform; community college faculty will understand better the backgrounds and expectations that their students bring with them. And because faculty and administrators must work together to perform this articulation, college faculty and administrators will gain a better appreciation of each other's work.

Current Programs

Articulation with high schools is not new, and it comes in many forms. The major articulation programs functioning now in California are as follows.

Concurrent enrollment and transfer of credit: Many high school students take courses at community colleges because those courses are not offered at their high schools. Similarly, gifted high school students often take Advanced Placement courses in their senior year and receive college credit for them at institutions which recognize the AP program. Students who have left high school without graduating may apply courses taken in community colleges toward fulfillment of high school diploma requirements.

The **California Academic Partnership Program**, known as CAPP and established under SB 813, works to prepare high school students, especially minority students, for college work. It funds projects which are established jointly by public school districts and postsecondary institutions and which aim at improving the high school curriculum.

The California Chemistry Diagnostic Testing Project, begun in 1985, has recently finished field-testing two preliminary versions of a chemistry placement test in the three segments of California higher education. When validated tests are prepared, they should not only aid placement in postsecondary education but also help high schools better focus their teaching of chemistry.

The California Humanities Project, funded by CSU and UC, works to develop regional partnerships among faculty in middle schools, community colleges, CSU, and UC.

The California Mathematics Project works with all segments through regional centers to improve mathematics instruction.

California Students Opportunity and Access Program, known as CAL-SOAP, has six regional consortia which aim at improving the transfer rates of minority and low-income students; it is concerned with transfer to community colleges from high school as well as transfer from community colleges to four-year institutions.

The California Writing Project, which is an offshoot of the Bay Area Writing Project , uses summer institutions to train high school and postsecondary school English faculty in the teaching of writing.

The Curriculum Consultant Project manages a high school accreditation process in which schools seeking joint accreditation by the State Department of Education and the Western Association of Schools and Colleges use outside curriculum consultants, who may come from community colleges, other postsecondary institutions, and other secondary institutions. The process is in its third year of operation as a pilot program.

The **Mathematics Diagnostic Testing Project** gives the Math Diagnostic Test Series in the eleventh and twelfth grades to provide an early warning to students who need to take more mathematics in high school in order to be prepared for college math, and it also works with faculty who wish to use the tests.

The statewide programs listed above are generally overseen by the California Round Table, which was formerly called the California Round Table for Education Opportunity. Its members are the representatives of the California Community Colleges, CSU, UC, the Association of Independent California Colleges and Universities (AICCU), the California Postsecondary Education Commission (CPEC), and the State Department of Education (SDE). The newly-formed Intersegmental Coordinating Council (ICC), established by the Round Table, is charged with strengthening and evaluating cooperation among the segments.

Besides statewide programs, there are also many purely regional articulation efforts. Increasingly popular are 2 + 2 programs. In these programs, one or more high schools work with a community college to establish a vocational program which students begin in their last two years of high school and complete at the community college. During that time, they may take courses from college faculty before they graduate from high school, use high school facilities for college courses, and so on. There are also various local consortia which facilitate articulation in their geographic regions.

Finally, one must note that virtually every community college carries out some articulation with its local high schools; at least, it sends counselors and teaching faculty to transfer days or on visits to speak with students in class. About a third of the community colleges now send some sort of academic performance reports (generally, placement information) to local high schools. But the Academic Senate is convinced that local high school-community college articulation could be much improved in many ways.

Suggested Activities Senates May Wish to Initiate

The Academic Senate urges each local senate to examine current articulation with high schools and to become involved in expanding those efforts. Most of them cannot be undertaken without administrative cooperation; many can be built on present activities which may be directed by the college or district administration. So the senates must work closely with college administrators as well as high school faculty and administrators. Senates are urged to consider the following actions:

1. Help the college become involved in activities which are already well established elsewhere, including those listed above. Addresses of the programs can be found in an appendix to this paper.

2. Advise on increasing or modifying participation in ongoing activities, such as college nights and transfer days, or help arrange fuller faculty participation in visits to high school classes.

3. Find out whether the college is releasing placement information to local high schools. If the college is one of the two-thirds not presently sending this information to the high schools, consider recommending that it change its practice. Help the administration develop a presentation in which the

information would be explained and interpreted by a faculty member and an administrator.

4. Arrange for the college's placement tests to be administered to junior or senior students in the local high schools and for the results to be provided.

5. Help the administration to establish or expand a speakers' bureau which provides community college faculty to speak at local high schools on their specialties. If local high schools also have speakers' bureaus, this fact should be publicized in the college.

6. Sponsor discipline-related faculty meetings, perhaps once a year, working jointly with the college and high school administrations. Activities may be formal or informal, but the goal should be to talk about real problems and successes and to improve collegiality.

7. Promote discipline-related faculty workshops in joint sponsorship with local high schools. The success in developing the competency expectation statements shows how fruitful these sorts of practical activities can be. Further, the increasing interest that faculty in all segments of California education are sharing in intersegmental discipline-related workshops suggests a growing potential for these activities.

8. Arrange for-credit workshops for high school and college faculty through a UC or CSU extension program. The workshops should be designed around the needs of specific disciplines or around particular teaching activities and might draw on the expertise of faculty who presently teach both at a high school and at a community college.

9. If there is a nearby UC or CSU campus, explore creating a project involving institutes or workshops drawing on the talents of faculty researchers, graduate students, and high school and college faculty. These programs typically require major external funding to begin and continuing local financial and administrative support (Fortune, ed., *School-College Collaborative Programs in English*).

10. Encourage faculty exchanges with high schools. On a small scale, this would mean some guest teaching in both directions. A larger-scale operation could involve exchanges of a semester or a year. Arrangements would have to be made to protect the faculty members' seniority and other rights, but the problems do not seem insuperable and the benefits appear obvious.

11. Consider recommending that high school students be mentored by community college faculty. Volunteer college faculty members can meet and work with a group of high school students regularly to help them improve their skills.

12. Encourage a group of faculty to "adopt" a high school and visit it several times, meeting with the high school faculty at their request and assisting them in solving problems.

Offering Incentives

Many of the activities mentioned above will take a great amount of faculty members' time, and neither high school nor community college faculty can be expected to do them without adequate incentives and support. Attending occasional meetings is part of a faculty member's responsibility, but few faculty could mentor high school students in addition to handling a full teaching schedule. The academic senates should work out arrangements with the administrations to provide adequate support and incentives.

Secretarial help and administrative support : Setting up workshops and helping to arrange for institutes requires practical support; at the very least, it calls for secretarial help, office supplies, office space, a telephone and postal budget, and mileage.

Personnel office support : Exchanges in which faculty trade jobs can be facilitated only if the personnel offices involved are willing to take care of the legal and other paperwork requirements.

Department-level and division-level support : If faculty need to be absent from campus occasionally to carry on an activity at a local high school, the department or divisional heads must be willing to authorize reasonable absence from campus and to provide substitutes as necessary.

Compensation : Any faculty members who are involved in major coordination of articulation activities or who work intensively with high school colleagues (such as faculty who mentor a group of high school students) must be offered adequate compensation, ordinarily in the form of reassigned time.

Academic Credit: Certain activities suggested above may provide incentives in the form of academic credit or other credit which may contribute to salary advancement or fulfillment of staff development requirements.

In-service days : Activities may be scheduled during high school in-service days and college flexible calendar or in-service days; programs should take advantage of such days whenever possible to provide maximum faculty involvement.

Grants : Some activities may need major funding. If that is the case, senates should make use of all available funding, including funds allocated by local boards for curricular and staff development, state-provided funds (such as the Fund for Improvement of Instruction), and national funds (notably the National Endowment for Science and the National Endowment for the Humanities). The college should provide faculty with the services of administrators or other staff experienced in grantsmanship.

Recognition : Senates and administrations should recognize the efforts and the success of faculty involved in articulation with high schools. Mention of their activities in board reports and other public acknowledgment of their contributions is essential; the faculty who are recognized will feel rewarded , and their colleagues will learn of the activities and perhaps decide to become involved also.

Those organizing joint activities with the high schools must also consider the incentives and support which the high school faculty need, whether in the form of in-service days, staff development activities, clerical support, or reduced teaching loads.

Individual Faculty Activities

Senates are requested to urge each faculty member to become involved individually in activities which may improve high school articulation. Faculty members may

1. Join statewide discipline-related organizations which primarily serve high school faculty but which are open to college faculty, and go to their conferences.
2. Volunteer to serve as curriculum consultants (see above, page 3). A volunteer form is included at the end of this booklet.
3. Volunteer to serve on high school accreditation teams. A volunteer form is included at the end of this booklet.
4. Work with high school colleagues on discipline-related activities, especially in performance disciplines such as theater and music. Volunteer or seek to be employed as consultants, especially for programs which are inadequately staffed in the high schools.
5. Volunteer to work in articulation activities already established at the colleges--attend college nights, serve on speakers' bureaus, meet with members of high school departments in the same disciplines.

Exemplary Programs

Many colleges and districts are already very much engaged in articulation with high schools. "High School Articulation," a report submitted to the Board of Governors on December 10-11, 1987, is based largely on research conducted by the Chancellor's Office and designed to learn more about current articulation efforts with the high schools. The research, designed by Dean Connie Anderson of the Chancellor's Office, is fully reported in *Building the Bridge for Better Education*. The descriptions of some of the exemplary programs discovered by that research follow.

Bibliography

Articulation Council of California. *1986 Directory of Intersegmental Programs and Regional Consortia.* Long Beach, CA : Articulation Council of California, 1986.

----------. *The Role of Faculty in the Articulation Process.* [Long Beach, CA] : Articulation Council, [1985].

Building the Bridge for Better Education : A Report on Articulation, California Community Colleges/Secondary Schools. Sacramento, CA: Chancellor's Office, California Community Colleges, December 1987.

California Postsecondary Education Commission. *Strengthening Transfer and Articulation Policies and Practices in California's Colleges and Universities : Progress since 1985 and Suggestions for the Future.* Draft. Sacramento, CA : CPEC, 21 September 1987.

Commission for the Review of the Master Plan for Higher Education. *The Master Plan Renewed: Unity, Equity, Quality, and Efficiency in California Postsecondary Education.* Sacramento, CA: Commission for the Review of the Master Plan, July 1987.

Griesemer, J. Lynn and Cornelius Butler. *Education Under Study : An Analysis of Recent Major Reports on Education.* 2nd Ed. [Boston]: Northeast Regional Exchange, [1984].

Fortune, Ron, Ed. *School-College Collaborative Programs in English.* New York: Modern Language Association, 1986.

Futures : Making High School Count. [Sacramento, CA: California Round Table on Educational Opportunity, 1984.]

Galligani, Dennis J. *Effective Relationships for School/College Partnerships: A Qualitative Evaluation of the Curriculum Enhancement Projects Participating in the California Academic Partnership Program 1984-1987.* Long Beach, CA: The California State University, 1987.

"High School Articulation." A report presented by Ronnald Farland and Connie Anderson to the Board of Governors of the California Community Colleges as part of the *Board Agenda* for 10-11 December 1987.

Pursuing Excellence: Procedures for Appraising the California Public High School. [Sacramento, CA: SDE, 1987.]

"Text of Presidents' Open Letter Urging Colleges to Be Active in School Reform." *Chronicle of Higher Education* ,23 September 1987 : A23.

Addresses of Ongoing Articulation Projects Discussed

California Academic Partnership Program
Deborah Hancock, Director
California State University
400 Golden Shore
Long Beach, CA 90802-4275

California Humanities Project
Michael Hoffman, Chair
Department of English
University of California, Davis
Davis, CA 95616

California Mathematics Project
Philip Daro
Department of Mathematics
University of California, Berkeley
Berkeley, CA 94720

California Students Opportunity and Access - Regional Consortia

East Bay CAL-SOAP Consortium
Dolores Jaquas, Director
314 East 10th, Room 7
Oakland, CA 94606

San Diego County CAL-SOAP Consortium
Penny Edgert, Director
Riley Guidance Center
5650 Mount Ackerly Drive
San Diego, CA 90211

San Joaquin CAL-SOAP Consortium
Vincent Guerrero, Director
Edison High School
540 East California
Fresno, CA 93706

Santa Barbara CAL-SOAP Consortium
Frances A. Gusman, Director
Santa Barbara School District
723 East Oota Street
Santa Barbara, CA 93101

Solano County CAL-SOAP Consortium
Deborah Daniels, Director
SUCCESS Project

Solano Community College
Suisun City, CA 94585

South Coast CAL-SOAP Consortium
Hilda Solis, Director
c/o Whittier Union High School District
9401 South Painer
Whittier, CA 90605

The California Writing Project
James Gray, Director
School of Education
University of California, Berkeley
Berkeley, CA 94720

Chemistry Diagnostic Testing Project
Arlene A. Russell
Department of Chemistry and Biochemistry
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, CAS 90024

Curriculum Consultants Project
Paul B. Gussman
Department of Education
721 Capital Mall, Room 632
Sacramento, CA 95814

Mathematics Diagnostic Testing Project
Philip Curtis
Department of Mathematics
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, CA 90024

Alfred Manaster
Department of Mathematics
University of California, San Diego
La Jolla, CA 92093

Gerald Marley
Department of Mathematics
California State University, Fullerton
Fullerton, CA 92634

Accrediting Commission For Schools

1606 ROLLINS ROAD BURLINGAME, CALIFORNIA 94010 (415) 697-7711

COMMITTEE MEMBER FILE DATA

NAME: _____ / _____ / _____
Last First Middle Initial

_____
EA _____
(OFFICE USE)

TITLE: _____ POSITION: _____
Dr. Mr. Mrs. Ms. Etc. Superintendent, Principal, Teacher, Etc.

WORK LOCATION:

_____
Place of Employment

_____
On-Site Street Address or P.O. Box

_____
City Zip Code

PHONE: ( ) _____ - _____

RESIDENCE (OPTIONAL):

_____

_____

_____
Zip Code

PHONE: ( ) _____ - _____

COUNTY: _____ RECOMMENDED BY: _____

Please check category(ies) applicable to your school: Public____ Independent____

Church____ Continuation____ Adult____ School Improvement____ GRADE LEVELS: _____

Have you been on a WASC Visiting Committee? Yes____ No____ Approx. # of times_____

Have you chaired a Visiting Committee? Yes____ No____ Approx. # of times_____

Are you on a Visiting Committee this school year? Yes____ No____

BIRTHDATE: ____-____-____ SEX: _____ ETHNIC ORIGIN: _____
Mo Day Year M/F Anglo,Hispanic,Black,Oriental

TYPE OF SCHOOL YOU WOULD ASSIST WITH:

PUBLIC: H.S.____ Continuation____ Adult____ ROP/ROC____ Elem.____ Middle____
INDEPENDENT: H.S.____ Elementary____ Middle____ K-12____
CHURCH: H.S.____ Elementary____ Middle____ K-12____

AREA OF WORK LOCATION: Urban____, Suburb____ Rural____

YEARS IN TEACHING: _____ YEARS IN ADMINISTRATION: _____

CURRICULUM AREAS OF EXPERTISE: _____

_____

OTHER AREAS OF EXPERTISE: _____

_____

PLEASE RETURN TO: Accrediting Commission for Schools
1606 Rollins Road
Burlingame, California 94010

ALLAN HANCOCK COLLEGE

District and College Environment

- Located in a semi-rural agricultural area with two growing population centers.
- 9000 students, many of whom have resided in this area most of their lives.
- Four high school districts, seven high schools (including one private) within the large geographical area served.
- Service area is 30% Hispanic. They offer a large non-credit ESL program. One high school in district, which is largely Hispanic in enrollment, has one of the highest drop-out rates in the state.

Background and Development of Program

Faculty and administrators from high school and community colleges had formerly met to discuss vocational education concerns through RAVEC. Because these councils are no longer operating, the Vice President of Instruction at Allan Hancock College felt that needs for coordination of curriculum and clear communication existed and invited the Assistant Superintendents of the four high school districts to meet. They met and planned for a year.

At the end of that year the college established a new position, Director of Student Development Services, whose primary responsibilities are matriculation and high school articulation. This person now services as staff to the above described North County Articulation Group.

Components and Description of Program and Activities

- The North County Articulation Group includes a representation from each high school district and the community college district. The Group is guided by written articulation agreements which have been approved by respective Boards and which delineate goals and responsibilities of all parties. At the end of 1986-87, a year-end report was written, which described the activities completed, progress achieved, and next year's goals.

- Faculty representatives were selected to serve on articulation committees for three disciplines: Business Education,

Auto Mechanics, and Drafting. Allan Hancock College was awarded a $15,000 Chancellor's Office grant to facilitate the articulation of these vocational educational programs. Those funds supported the timely involvement of faculty in the meetings. The committees shared course outlines, texts and teaching methods and developed course competencies resulting in course equivalencies and sequencing.

. College "credit by articulation" is now awarded to students who complete articulated high school courses; credit is held in "escrow" until students complete their first sequenced college course.

. High school teachers now serve on some college Vocational Education Advisory Committees and have assisted the college in program reviews.

. A major benefit of their sharing has been the staff development and revitalization of some of the high school and college instructors. Many had been working without the opportunity to share issues, ideas, and resources with colleagues, and this serendipitous effect is quite valuable.

. The Director of Student Development Services completed a dissertation which is very relevant to this topic: She studied attitudes of college and high school staff toward each other's systems before and after articulation activities were implemented at a local California community college. "Before" attitudes were characterized as unrealistic and somewhat negative. "After" attitudes were significantly changed; they were more accurate, congruent, and less prejudiced.

Recommendations for Successful Programs

. Faculty should be involved in planning goals and activities from the onset.

. It is important to maintain a sensitivity to the history of the relationships between the high school and college districts when re-initiating those contacts.

. Use high school campuses and high school district offices for meeting sites as well as the college campus.

. Provide frequent feedback to participating faculty to keep them abreast of progress.

. Be certain to include program implementers in the program planning process. High school staff as well as high school district staff should be involved.

Interviewee

Marylin Orton Director of Student Development Services

HARTNELL COLLEGE

District and College Environment

- Hartnell College is a single college district with the main campus located in Salinas and several off-campus locations where additional classes are offered. The surrounding area is predominantly agricultural and rural.

- The service area population is 179,065. The district is culturally and ethnically diverse with a 41% Hispanic population. The district's service area population is expected to grow by 31% between 1985 and 2000, with the minority population growing proportionately.

- Hartnell College serves six high school districts including two private high schools and ten public schools which include six high schools, two continuation high schools, one adult school and one ROP.

- Total enrollment is 6,946 with 88% of the student body residing within the district.

Background and Development of Program

The articulation activities at Hartnell College were initiated by the Superintendent/President of the District. In 1985, the President met with the Salinas Union High School District Superintendent and talked about the value of articulation.

In the spring of 1985, Hartnell College and Salinas Valley public and private high schools formed the High School/Hartnell Coordinating Council (HSHCC). The Council meets on a monthly basis and is chaired by a Superintendent or top administrator from one of the participating secondary school districts. This position is rotated each year. Support for the Council is evidenced by the consistent attendance of 28 to 32 people at each meeting. The College President has purposely refused to chair the Council, thus encouraging "ownership" of the process on the part of the secondary schools. The President has attended all of the Council meetings and committed top administrative support from the College. In addition, the college has a full-time Articulation Director to plan, coordinate and implement articulation programs.

There were several factors which motivated the President to initiate an active articulation program: 1) to share resources with other institutions; 2) to coordinate curricula; 3) to improve the quality of the preparation of the students coming to the college; 4) to change the negative attitudes of high school teachers about the college (and thus improve the college image); and, 5) to improve the attitudes of community college faculty regarding high school teachers. The primary value and accomplishment of this program to date has been the positive change in attitudes, for both Hartnell and secondary school administrators and instructors.

Not all of these have been accomplished or are even easily measured, but listed below are some of the goals for Hartnell's articulation program: 1) improved effectiveness in the classroom; 2) better dialog in the educational community; 3) enhanced staff development; 4) increased student retention in high school and college; and, 5) increased college faculty involvement in recruiting. The results of this program have given all participating schools the opportunity to give their faculty recognition for their participation. This generates peer pressure for other faculty to "get involved" and results in all faculty taking more responsibility for education in their community.

Components and Description of Program and Activities

High School/Hartnell Coordinating Council (HSHCC) was formed to pursue endeavors which are mutually beneficial and which support students and faculty within the participating institutions. The Council has established faculty articulation committees. The goal of these committees is to improve communication among faculty members, coordinate curricula and instruction, and establish procedures to share resources and inservice activities.

During the 1986-87 school year, approximately 85 articulation meetings took place. This encompassed 23 articulation committees and included articulation in 10 discipline areas: Business Education, Computer Education, Counseling, English, Fine Arts, Mathematics, Music, Science, Social Sciences and Technology. As a result of these efforts, more than 1200 high school, junior high, and elementary school students visited Hartnell College during the 1986-87 school year. A year end report is available detailing these activities and may be obtained from the Director of School Relations and Academic Development.

In addition to the above activities, Hartnell College and the Salinas Valley secondary schools have been awarded a Stage II Vocational Education grant in the amount of $45,000 to secure written articulation agreements in the areas of Computer Education, Drafting Technology, Business Education, Automotive Technology, and Automotive Collision Repair. Articulation agreement committees were established in each of these areas to specifically address instructional articulation and produce written articulation agreements by September 30, 1987. These agreements will serve as models for similar agreements in other occupational and non-occupational disciplines.

In August of 1987, members of the HSHCC attended a two-day retreat and developed a three-year plan for articulation in the Salinas Valley, including the methodology required to support and execute the plan. The plan includes the following components: a coordinating Council organizational structure and division of responsibilities; increased faculty involvement in the articulation process; development of articulation agreements in all disciplines; sponsorship of ongoing in-service activities for faculty; a policy and procedures manual; training co-chairs of faculty articulation committees; and, a commitment to continue a permanent articulation newsletter.

A year-end report giving a complete description of the above activities is available from the Office of School Relations & Academic Development.

Recommendations for Successful Programs

. It is essential to have full support and commitment from top administration at both the college and high school districts.

. Formal structure - Coordinating Council (comprised of top administrators) and articulation committees (comprised of faculty members).

. Need adequate staffing and fiscal support.

. Need to develop personal relationships and commitment.

. Faculty involvement. Hartnell's articulation model has given their faculty a unique opportunity to take an active roll in recruiting high school students into their program areas. Working with high school instructors, college faculty have the opportunity to go into the classroom and talk directly with the students about the benefits of attending college, the academic preparation needed for college, and the opportunities available in their program area. District high school instructors have said that having college faculty in their classrooms is a very effective way to motivate their students to continue on to the college. In this model, articulation provides the tools and support mechanisms for faculty recruitment of high school students.

Interviewees

Dean Colli	Dean of Instruction for Occupational Education
James Hardt	Superintendent/President
Ann Harris	Director of School Relations and Academic Development
Kathy Mendelsohn	Instructor, Business
Joanne Miller	Instructor, Business
H G "Tony" Royal	Assistant Superintendent for Instructional Services Salinas Union High School District
John Totten	Assistant Superintendent/Vice President for Instruction

LOS ANGELES PIERCE COLLEGE

District and College Environment

- In a large multi-college district, where enrollments have been declining at differing rates.
- High college-going rate among students served in the community.
- Predominantly white service area.

Background and Development of Program

1983 saw the beginning of declining enrollments within the Los Angeles Community College District. In the Los Angeles Pierce service area, high school graduates provided one of the greatest sources of potential students. In 1985-86, an individual staff member was given the responsibility for articulation, and that person has since been appointed as Director of School Relations.

Components and Description of Program and Activities

- An Early Admissions Program was designed to present Los Angeles Pierce as a postsecondary option comparable to the other four-year segments. Application is uniquely identified, distributed in the high schools with other college applications, and accepted November 1 through April 30. Acceptance letters are sent to students at the high schools where students are then assessed and registered. Those not participating in the Early Admissions Program must register for classes immediately prior to the Fall semester.

- Paraprofessionals are sent to the high schools. Carefully selected former students visit the high schools on a regular basis and speak to students in their classes. They also man a table labeled "Los Angeles Pierce" in the lunch area to answer questions.

- An Articulation Council was formed with the Las Virgenes Unified School District. Monthly meetings were conducted where college and high school staff members identified priorities and developed programs. Outcomes included Pierce College providing adult education to Las Virgenes residents, a formal articulation of courses, a "2+2" program in Automotive Service Technology and increased levels of cooperation among faculty in various teaching disciplines.

- Professional Growth opportunities for K-12 teachers are provided through the Community Services department. These proposed courses allow teachers to accumulate credits required to maintain their credentials.

. Geography Day/Art Day on campus provide shows, competitions, and visiting scholars for high school students interested in those disciplines.

. Transfer Alliance Program with UCLA. After UCLA began turning away qualified high school graduate applicants, they entered into re-direction agreements with some community colleges. Los Angeles Pierce asked UCLA if they could contact those students who were not admitted. The agreement with UCLA states that qualified students who attend a participating community college, earn 56 credits, and participate in their "Pride" honors program will be eligible to attend UCLA as juniors.

. Pride Honors Program for students with 3.0 high school grade point average, nominated by high school counselor, and eligible to enroll in college level English. This program provides designated courses which are UCLA comparable and have small enrollments. Students receive special counseling and participate in special events, such as UCLA sports activities.

. Students' assessment scores provided to high schools. A major benefit of this service is that the high school staff may then become aware of which students attend Pierce.

Recommendations for Successful Programs

. It is very productive to visit each high school with the College President. This demonstrates that high school articulation is a high priority at the college and provides access to principals and counselors in the future.

. Having an Office of School Relations contributes significantly to the success of their efforts.

. Developing friendly, cooperative networks of faculty, counselors, and staff within the high schools is helpful.

. The support of the college for articulation activities in terms of funding, staff, and materials is essential.

. Their Early Admissions Program is perceived as most successful because it packages the college and articulation activities comprehensively.

Interviewee

Robert Garber Director of School Relations

LOS RIOS COMMUNITY COLLEGE DISTRICT

District and College Environment

- Los Rios Community College District is a multi-college district encompassing the greater Sacramento area. The district includes American River College, Cosumnes River College and Sacramento City College.
- District enrollment is approximately 37,764 with each college having an approximate enrollment of:
  - American River College, 17,468 - 21% minority enrollment
  - Cosumnes River College, 7,211 - 27% minority enrollment
  - Sacramento City College, 13,334 - 45% minority enrollment
- The minority enrollment at Sacramento City encompasses 12% Black, 16% Asian, and 11% Hispanic.

The Los Rios District has not coordinated a district wide articulation effort but has encouraged each college within the district to develop an articulation program specific to the college and its unique service area. Sacramento City College has gained national recognition for its model articulation program developed with the Sacramento City Unified School District. Initiated in 1982, this program was the first formalized articulation program in California. The articulation activities at Cosumnes River College are patterned after the Sacramento City model.

At American River College, their "2+2" Electronics Program has been nationally recognized by Long and Warmbrod (1986) in their paper Avenues for Articulation. The following discussion will give a brief description of the articulation activities and programs for each college in the District.

SACRAMENTO CITY COLLEGE

Background and Development of Program

Sacramento City College has developed a comprehensive articulation program with the Sacramento Unified School District. Prior to 1982, there was interaction between the college and the district's high schools, but there was no formal structure. In 1982, the President of Sacramento City College and the Superintendent of Sacramento Unified School District agreed to design and develop a formal program linking the instructional and student service programs together.

The two chief executives formalized the process by creating the Sacramento City College/Sacramento City Unified School District Articulation Council. It is composed of approximately twenty top administrators from the two districts in all areas of instruction, curriculum planning and student services. The Council has regularly scheduled meetings and is co-chaired by the College President and District Superintendent. In order to ensure "ownership" for both the college and district, all subcommittees have co-chairs representing both institutions; meeting sites are rotated between the college and school district and costs are shared equally. The Council oversees the articulation activities between the two systems, sets priorities, gives financial support and ensures a constant flow of activity.

Seven committees have been formed to develop articulation agreements and discuss curriculum requirements between the high schools and college: English/ESL, Core Assessment/Placement, Humanities, Math/Science, Computer, Occupational Technology, and Research & Evaluation. Each committee presents a written report to the Council. Some of the accomplishments of these committees include:

- The English departments have made significant progress in the design and coordination of English courses. Two documents have been developed by the English faculty -"College Prep Writing for All Students - A Guide for Students" and "College Prep Writing for All Students - A Guide for Teachers."
- Inservice workshops have been held in English, Math, Science, and Counseling. In Counseling, inservice workshops have been held for both high school and middle school counselors. The inservice workshops are planned and coordinated by faculty and have resulted in better faculty interaction and communication between the two systems.
- The college has offered free SAT preparation classes during the summers for high school juniors. Special recruitment efforts have been initiated for ethnic minorities.
- Early Start Program (ESP) gives SCUSD seniors an early start toward college. In February, March, April and May, high school students have the opportunity to take assessment tests, meet with representatives from admissions and records, counseling and financial aid. Students who participate in the program are given an invitation to priority orientation & registration.
- General college brochures are mailed to all high school juniors, "College, It Can Make The Difference." This brochure was jointly developed by CSUS, UCD and the Los Rios Community College District.
- Articulation agreements have been ratified in twelve vocational educational program areas: Electronics, Accounting, Data Processing, Drafting, Clerical Skills, Computer Science, Graphic Arts, Metals/Machine Tool/Welding, Photography, Clothing Alterations, and Allied Health. These contracts allow students to pursue advanced placement work at the college after introductory work at the high school.

Articulation efforts have been extended to junior high (or middle school) students. Every two weeks, approximately 100-150 7th and 8th graders are invited to the college, given a tour, lunch and receive a slide presentation about the college.

In addition to the above, the Articulation Council has facilitated faculty exchanges and workshops, faculty designed reading guides, joint program development, and publishes a quarterly newsletter outlining articulation activities.

Recommendations for Successful Programs

. Commitment and leadership from the "Top": Full commitment and leadership from the top is probably one of the most significant factors for a successful articulation program.
. Articulation requires a formal structure, even though it can be a relatively simple one. Having a formal structure insures "ownership by all parties", identifies responsible parties to get the job done, and helps insure progress and accomplishment.
. Articulation requires regular meetings. It must be a systematic and regular activity, not something that happens once a year.
. Faculty must be involved in articulation at its earliest stages.
. There should be written agreements which provide a clear statement of what has been agreed to and which reflects the mutual commitments of both partners.
. The articulation program should establish clear goals. They should be simple, on a small scale to insure success, and be focused on student progress, not turf protection.

COSUMNES RIVER COLLEGE

The articulation program and activities for Cosumnes River College have been modelled after those at Sacramento City College. The college has active articulation activities in counseling, assessment and some instructional programs. In student services, the college has initiated career units with high school and college counselors visiting each high school. Assessment testing in English is conducted for all juniors in two high schools. A video presentation is given to all high school juniors and seniors, promoting the college's programs and services. This presentation has been well received by high school students and teachers. Formal articulation agreements have been ratified in Computer Science, Typing, Word Processing, Agriculture, Welding, Electronics, and Drafting.

Two Articulation Councils have been formed: one with Elk Grove Unified Schools and one with Folsom. The two school districts serve different service areas, have different needs and thus, the two Articulation Councils are very different. In Elk Grove, the Articulation Council was initiated in 1985 to bring the faculties together and promote increased faculty interaction and dialog. In Folsom, a full-time counselor has been hired to represent the college in this school district. College courses are offered in the Folsom School District for college credit and a General Education Honors program is taught in Folsom classrooms.

Recommendations for Successful Programs

. All parties must "buy into" the program.
. It is important to realize that high school students have a low attention span, and thus, design presentations accordingly.
. Need lots of top level support for all parties.

AMERICAN RIVER COLLEGE

The articulation activities at American River College are coordinated principally by the Assistant Dean of Counseling in the Student Services area. Vocational instructional activities are coordinated by the Dean of Vocational Education.

Articulation Activities in Student Counseling & Assessment

- Each college counselor is given a liaison assignment to one or more high schools which transfers students to ARC. High Schools are visited several times a month. The Career Center usually serves as the point of contact between students and counselors.
- A video has been developed which promotes ARC programs, transfer and non-transfer. There were sufficient copies produced to provide a copy to each high school career center.
- During the spring semester counselors and Assessment Center staff visit the area high schools and provide assessment testing in Math, English and Reading. Results of this assessment are utilized by the counselors to assist the students in freshman placement for summer or fall.
- ARC also participates in the mailing of a general college brochure mailed to all area high school juniors. This brochure, titled "College, It Can Make A Difference", was jointly developed by UC Davis, CSU Sacramento, and the Los Rios Community College District.
- Each spring, ARC hosts a High School Articulation Day. Inservice workshops, campus tours, and lunch are provided to counselors, career technicians and high school administrators.
- The ARC English Department and the Folsom High School English Department collaborated and developed a course taught to qualifying high school seniors. This class is taught by high school instructors on the high school campus and, upon transfer to ARC, students successfully completing the course may obtain credit for English 1A.

Articulation Programs in Vocational Education

American River College is the only community college in the state to have applied for and received VEA Phase III funding. They have implemented "2+2" programs in Electronics, Automotive Technology and Business Occupations. The college hopes to expand the Electronics program into a 2+2+2 with Cal State Sacramento and Automotive Technology to a 2+2+2 with Chico State University.

The initial articulation effort in vocational education was the community based "7-14 Articulated Electronics Program." The institutions active in the program include: American River College, Sacramento Unified School District, Sacramento County ROP, Marconi Technical High School, Bella Vista High School, Foothill High School, Grant High School and River City High School.

A Regional Occupation Program (ROP) Steering Committee, which meets monthly, is composed of the local directors of vocational technical education. This committee serves as the planning and communications entity for the articulation efforts. From electronics, the articulation activities have expanded to include welding, drafting and automotive training.

Recommendations for Successful Programs

In a April 29, 1987 presentation to Butte College, Myron Nadolski identified key components for successful articulation in vocational education:

- On-going communication: Articulation requires on-going communication among administrators, teachers, and advisory committees.
- In-Service: The success of any articulation program depends mostly on the teachers. The in-service needs to be well-coordinated and may be completed in 12 hours.
- Advisory Committee: A single but diversified advisory committee will be the most effective.
- Agreement: A formal document will keep the program and its purpose on course.
- Subject areas: The best subject area to develop would be one with unanimous support and no opposition. Articulation agreements will be different for each subject area.
- Communication: Monthly meetings are necessary to keep the program current, clear and moving ahead.
- Grant proposals: The success of grant proposals and applications depend a great deal on the clarity with which they are written. All applications for grants should be kept as simple and clear as possible.

Interviewees:

Los Rios Community College District

Richard Beymer	Director of Educational Services
Douglas Burris	Vice Chancellor
Diane Carey	Associate Director for Educational Services

American River College

Rosemary Montijo	Assistant Dean of Counseling/ Articulation Officer
Myron Nadolski	Assistant Dean, Technical/Vocational Ed.

Cosumnes River College

Lawrence Dun	Assistant Dean, Outreach, Community and School Relations

Sacramento City College

Sam Sandusky	Assistant Dean of Admissions & Assessment

Much of the information for the above report has been abstracted from college and district printed sources, including a 1986 ACCCA Management Report. Partnerships for Excellence: High Schools and Community Colleges by Diane Carey, Linda Wark, & Norval Wellsfry. 1986, and an article written by Douglas Burris, "High School/Community College Connection," AACJC Letter No. 144, May 28, 1985. The District has developed a well documented set of materials for the Sacramento City College articulation model and has presented numerous articulation workshops for community colleges throughout California and other states.

District and College Environment

- San Mateo County Community College District (SMCCCD) is a multi-college district encompassing three colleges: Canada College, College of San Mateo and Skyline College.

- The District serves San Mateo County bordering San Francisco on the North and extending to Palo Alto on the South. Currently, there are 18 comprehensive public high schools, 7 private high schools, 5 continuation schools and 5 adult schools in the County, graduating 5,800 students per year.

- College District enrollments have been stable over the past ten years which reflects the slow population growth in the county. The County population is generally affluent and well educated.

- In spite of decreased student enrollments at the high schools, the District anticipates continued stable enrollment of high school graduates. The factors influencing this include: 1) the high college-going rate for San Mateo County's high school graduates (71% as compared to 53% statewide), 2) the increasing number of students choosing a community college; 3) changes in UC and CSU admissions requirements; and 4) "2+2" articulation efforts which encourage more vocational students to attend community college.

Background and Development of Program

In 1985, the district eliminated its college service area policy and adopted a coordinated district level articulation plan. At that same time, articulation was written into the Mission and Goals Statement for the District with a directive to expand articulation activities. "The District should continue to give a high priority to articulation with transfer and pre-college institutions ..." At this time, SMCCCD had lost momentum. They were beginning to lose the better students and enrollments were declining.

The Office of School Relations was established to coordinate the District's articulation activities and present a district-wide perspective to the high schools. Development and implementation of instructional articulation remains at the colleges, but most other activities are coordinated by the Office of School Relations. In addition, each college has a person acting as a high school liaison or articulation officer as part of his/her other job duties. All of the articulation activities coordinated at the district level are funded by the District.

In the past three years, the District has moved to present a more uniform and consistent image. Many of the student service functions have been coordinated at the District level. For admissions, there is a common application form for all three colleges in the District. This enables a student to transfer to another college within the district without having to reapply. All placement tests in Math, Writing and Reading are identical throughout the District. Much of this coordination is driven by the District's computer capabilities and the results have shown it to be in the best interest of the student.

Components and Description of Program and Activities

. Student Services Council: On a district-wide level, student services is coordinated by the Council and is comprised of the Dean or Vice President of Student Services from each college and is chaired by the District Vice Chancellor.

. "College Currents" is a quarterly newsletter sent to all high school administrators, teachers and counselors. It includes information about changes in District procedures and policies that affect the high schools, updates information and provides other items of mutual interest.

. Speaker's Bureau for High Schools: The District maintains a Speakers Bureau for the high schools composed of volunteer faculty and staff.

. High School Contact: The District Coordinator for School and College Relations, along with a college representative, visits each high school in the district twice a year; an informational presentation is given in the Fall and application workshops are conducted in the Spring for all high school seniors. Two of the colleges conduct placement testing at the high schools. District-wide articulation brochures are developed and mailed to high school students and disseminated at presentations and workshops. Each high school graduate receives a congratulatory letter signed by the three college presidents.

. Concurrent Enrollment: The District has approximately 1,500 high school sophomores, juniors and seniors enrolled in college classes each year. Upon completion, the students earn college credit or elective high school credit.

Recommendations for Successful Programs

- If SMCCCD has one recommendation to give for success, it would be:

  TOP LEVEL SUPPORT FROM ADMINISTRATION: The college presidents, high school superintendents and principals must give articulation a high priority and make it an essential function of each institution.

- Other criteria important for successful programs include:

  The faculty, on both sides, need to be given reassigned release time to work on course articulation.

  Information on college programs must be distributed to parents, students, and high school staff.

  Need active counselor involvement and representation at the high schools.

Interviewees

Valerie Fontana	District Coordinator, School and College Relations
Bernice Lawry	Coordinator of Counseling, Skyline College
James Wyatt	District Vice Chancellor

ERIC Clearinghouse for Junior Colleges OCT 28 1988